



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12421667
SAU: MSAD 48
School: Newport Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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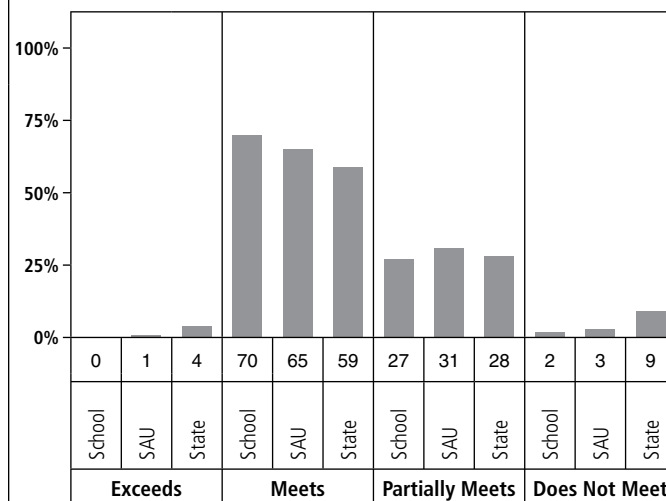
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 48
School: Newport Elementary School

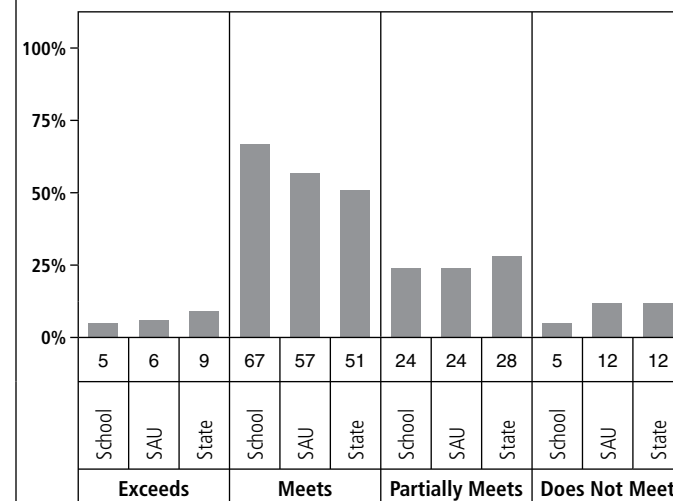
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	447	445	444
2006–2007	447	445	445
2007–2008	446	445	445
Cum. Avg. *	447	445	445
Mathematics			
2005–2006	447	445	444
2006–2007	446	445	445
2007–2008	447	446	445
Cum. Avg. *	447	445	445
Science & Technology			
2005–2006	446	443	444
2006–2007	448	445	444
2007–2008	447	445	444
Cum. Avg. *	447	444	444

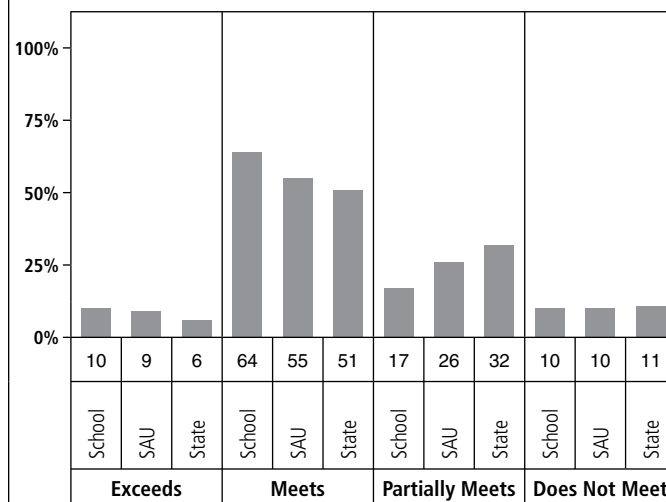
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 4
SAU: MSAD 48
School: Newport Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	45	100	134	100	14207	100	45	100	133	99	14181	100	43	96	131	98	14123	100	43	96	131	98	14115	99						
Ethnicity African American/Black	1	2	1	1	390	3	1	100	1	100	388	99	1	100	1	100	388	99	1	100	1	100	386	99						
American Indian or Native Alaskan	0	0	1	1	101	1	0	0	1	100	101	100	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	44	98	132	99	13282	93	44	100	131	99	13264	100	42	95	129	98	13205	100	42	95	129	98	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	9	20	21	16	2524	18	9	100	21	100	2514	100	8	89	20	95	2498	99	8	89	20	95	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	25	56	88	66	5587	39	25	100	87	99	5569	100	23	92	85	97	5538	99	23	92	85	97	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	23	51	84	63	10755	76	22	49	83	62	10730	76	22	49	83	62	10776	76						
Identified disability (PET/IEP)	0	0	1	1	375	3	0	0	1	1	374	3	0	0	1	1	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	1	1	114	1	0	0	1	1	114	1	0	0	1	1	115	1						
Participation with accommodations	21	47	47	35	3298	23	20	44	46	34	3267	23	20	44	46	34	3215	23						
Identified disability (PET/IEP)	8	38	18	38	2013	61	7	35	17	37	1998	61	7	35	17	37	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	13	62	29	62	1046	32	13	65	29	63	1023	31	13	65	29	63	987	31						
Participation through alternate assessment (PAAP)	1	2	2	1	126	1	1	2	2	1	126	1	1	2	2	1	124	1						
Identified disability (PET/IEP)	1	100	2	100	126	100	1	100	2	100	126	100	1	100	2	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	1	1	11	0	2	4	3	2	68	0	2	4	3	2	80	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 48
School: Newport Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	3	6	3	2	601	4
	2006-2007	2	3	3	2	507	4
	2007-2008	0	0	1	1	559	4
	Cum. Total*	5	3	7	2	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	35	70	79	64	7910	57
	2006-2007	45	70	99	64	8749	63
	2007-2008	31	70	85	65	8308	59
	Cum. Total*	111	70	263	64	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	10	20	35	28	3970	29
	2006-2007	15	23	47	30	3467	25
	2007-2008	12	27	41	31	3922	28
	Cum. Total*	37	23	123	30	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	2	4	6	5	1421	10
	2006-2007	2	3	6	4	1165	8
	2007-2008	1	2	4	3	1264	9
	Cum. Total*	5	3	16	4	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.3	65.2	30.5	63.5	29.7	61.9
Literary Text	24	50	16.4	68.3	16.0	66.7	15.5	64.6
Informational Text	24	50	15.0	62.5	14.5	60.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 48
 School: Newport Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	44	0	0	31	70	12	27	1	2	446	131	1	65	31	3	445	14053	4	59	28	9	445
Ethnicity																						
African American/Black	1										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										1						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	43	0	0	30	70	12	28	1	2	446	129	1	64	32	3	445	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	8	0	0	5	63	2	25	1	13	443	19	5	42	37	16	441	2388	0	29	44	26	437
No	36	0	0	26	72	10	28	0	0	447	112	0	69	30	1	446	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	44	0	0	31	70	12	27	1	2	446	131	1	65	31	3	445	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	25	0	0	14	56	10	40	1	4	443	86	1	55	40	5	443	5502	1	47	37	14	441
No	19	0	0	17	89	2	11	0	0	450	45	0	84	16	0	449	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	44	0	0	31	70	12	27	1	2	446	131	1	65	31	3	445	14048	4	59	28	9	445
Gender																						
Female	19	0	0	15	79	4	21	0	0	447	64	0	63	34	3	445	6959	5	61	26	8	446
Male	25	0	0	16	64	8	32	1	4	446	67	1	67	28	3	446	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	6	0	0	3	50	3	50	0	0	440	24	4	42	50	4	442	1890	0	37	46	17	439
No	38	0	0	28	74	9	24	1	3	447	107	0	70	27	3	446	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										1						266	21	74	4	0	456
No	44	0	0	31	70	12	27	1	2	446	130	1	65	31	3	445	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 48
 School: Newport Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	1	50	0	0	438	5	0	33	50	17	439	5	1	42	36	21	440
B. less than one hour	76	0	0	23	72	9	28	0	0	447	84	1	68	30	2	446	74	4	62	27	7	445
C. one to two hours	17	0	0	6	86	1	14	0	0	451	10	0	69	31	0	447	18	5	59	29	7	446
D. more than two hours	2	0	0	1	100	0	0	0	0	444	2	0	50	50	0	440	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	48	0	0	16	80	4	20	0	0	448	27	3	74	20	3	448	30	6	63	24	7	446
B. They match some of what I have learned.	38	0	0	11	69	5	31	0	0	446	49	0	70	30	0	445	52	4	63	27	6	446
C. They match just a little of what I have learned.	10	0	0	3	75	1	25	0	0	446	19	0	54	42	4	445	12	2	46	37	15	441
D. There is no match.	5	0	0	1	50	1	50	0	0	441	5	0	29	57	14	438	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	60	0	0	20	80	5	20	0	0	448	40	0	69	27	4	446	35	7	66	20	6	448
B. good	33	0	0	8	57	6	43	0	0	446	46	0	69	31	0	446	51	3	60	29	7	445
C. fair	7	0	0	3	100	0	0	0	0	443	14	6	44	44	6	443	12	1	44	40	16	440
D. poor	0										0						2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	14	0	0	4	67	2	33	0	0	443	14	0	44	56	0	442	19	2	46	34	17	442
B. about the same as my regular schoolwork	50	0	0	16	76	5	24	0	0	448	62	1	68	29	1	446	62	5	64	26	5	446
C. easier than my regular schoolwork	36	0	0	11	73	4	27	0	0	447	24	0	74	23	3	446	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	17	0	0	4	57	3	43	0	0	441	12	0	44	44	13	439	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	48	0	0	15	75	5	25	0	0	447	48	2	69	29	0	446	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	36	0	0	12	80	3	20	0	0	449	40	0	69	29	2	446	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	19	0	0	4	50	4	50	0	0	445	19	0	60	36	4	445	18	7	64	22	7	447
B. 20 minutes to an hour	57	0	0	18	75	6	25	0	0	447	56	1	68	31	0	446	55	4	64	26	6	446
C. less than 20 minutes	21	0	0	9	100	0	0	0	0	450	19	0	71	21	8	446	14	2	53	33	12	443
D. I rarely read at home.	2	0	0	0	0	1	100	0	0	434	6	0	50	50	0	444	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	10	0	0	2	50	2	50	0	0	444	29	3	58	36	3	444	23	3	50	34	13	442
B. six to ten pages	5	0	0	1	50	1	50	0	0	442	16	0	70	25	5	445	25	3	60	29	8	444
C. eleven or more pages	85	0	0	27	77	8	23	0	0	447	56	0	67	31	1	446	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										25	0	0	100	0	440						
B.	0										50	0	50	50	0	445						
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	444	25	0	100	0	0	444						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 48
School: Newport Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	6	12	10	8	1294	9
	2006-2007	4	6	9	6	1054	8
	2007-2008	2	5	8	6	1321	9
	Cum. Total*	12	8	27	7	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	24	48	62	50	7000	50
	2006-2007	36	56	84	54	7394	53
	2007-2008	28	67	74	57	7079	51
	Cum. Total*	88	56	220	54	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	15	30	35	28	3784	27
	2006-2007	19	30	49	32	3729	27
	2007-2008	10	24	31	24	3955	28
	Cum. Total*	44	28	115	28	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	5	10	16	13	1894	14
	2006-2007	5	8	13	8	1735	12
	2007-2008	2	5	16	12	1642	12
	Cum. Total*	12	8	45	11	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.2	61.3	9.2	61.3	9.5	63.3
Cluster 2: Shape and Size	14	29	10.0	71.4	9.5	67.9	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.6	72.0	3.5	70.0	3.4	68.0
Cluster 4: Patterns	14	29	9.9	70.7	9.9	70.7	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 48
 School: Newport Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	2	5	28	67	10	24	2	5	447	129	6	57	24	12	446	13997	9	51	28	12	445
Ethnicity																						
African American/Black	1										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										1						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	41	2	5	27	66	10	24	2	5	447	127	6	57	24	13	446	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	3	43	3	43	1	14	442	18	6	28	39	28	440	2372	3	31	36	30	436
No	35	2	6	25	71	7	20	1	3	448	111	6	62	22	10	447	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	42	2	5	28	67	10	24	2	5	447	129	6	57	24	12	446	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	23	0	0	14	61	8	35	1	4	444	84	4	51	29	17	443	5472	5	41	35	19	440
No	19	2	11	14	74	2	11	1	5	450	45	11	69	16	4	451	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	42	2	5	28	67	10	24	2	5	447	129	6	57	24	12	446	13992	9	51	28	12	445
Gender																						
Female	18	2	11	13	72	2	11	1	6	450	63	5	57	22	16	445	6933	9	50	29	12	445
Male	24	0	0	15	63	8	33	1	4	445	66	8	58	26	9	447	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	6	0	0	2	33	3	50	1	17	437	24	4	46	25	25	441	1890	2	34	41	23	438
No	36	2	6	26	72	7	19	1	3	448	105	7	60	24	10	447	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										1						266	45	49	5	0	461
No	42	2	5	28	67	10	24	2	5	447	128	6	57	24	13	446	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 48
School: Newport Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5 76 17 2	0 2 0 0	0 6 0 0	0 21 6 1	0 66 86 100	2 7 1 0	100 22 14 0	0 2 0 0	0 6 0 0	437 446 451 456	5 84 10 2	0 7 0 0	33 58 62 50	50 23 15 0	17 11 445 440	440 446 445 440	5 74 18 2	6 10 10 5	34 52 52 33	33 28 28 28	27 10 10 34	438 446 446 436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	33 50 7 10	0 2 0 0	0 10 0 0	11 14 2 1	79 67 67 25	3 3 1 3	21 14 33 75	0 2 0 0	0 10 0 0	449 448 443 436	22 56 18 5	0 10 4 0	79 56 48 17	14 24 30 50	7 11 17 33	449 447 442 431	38 48 10 4	13 8 4 2	56 52 35 25	23 29 39 33	8 10 22 40	448 445 439 433
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	43 43 14 0	1 1 0 0	6 6 0 0	13 12 3 0	72 67 50 0	4 4 2 0	22 22 33 0	0 1 1 0	0 6 17 0	449 447 441 0	35 45 18 2	9 7 0 0	71 50 52 33	18 29 22 33	2 14 26 33	450 445 440 435	35 48 14 3	16 7 3 1	55 52 41 29	20 31 38 36	8 11 18 34	449 445 440 435
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	7 61 32	0 2 0	0 8 0	2 18 8	67 72 62	0 5 4	0 20 31	1 0 1	33 0 8	442 449 445	14 69 17	0 9 0	28 60 73	28 24 18	44 7 9	435 448 447	15 64 21	4 10 13	38 54 52	33 28 24	25 9 11	439 446 447
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	26 62 7 5	0 2 0 0	0 8 0 0	4 23 1 0	36 88 33 0	6 1 1 2	55 4 33 100	1 0 1 0	9 0 33 0	441 452 437 432	19 36 27 19	4 7 9 4	38 72 46 67	38 13 29 25	21 9 17 4	442 448 444 448	23 36 25 16	8 11 10 9	47 54 53 46	29 27 27 32	16 9 10 13	443 447 446 444
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	7 17 24 52	0 0 0 2	0 0 0 9	2 2 9 15	67 29 90 68	1 4 1 4	33 57 10 18	0 1 0 1	0 14 0 5	443 439 447 450	5 16 33 46	0 0 2 12	43 35 67 59	14 40 21 22	43 25 9 7	434 438 447 449	5 19 38 38	3 8 11 9	30 50 55 50	33 30 26 29	33 12 8 12	436 445 447 445
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	5 12 76 7	0 0 2 0	0 0 6 0	1 3 23 1	50 60 72 33	1 1 6 2	50 20 19 67	0 1 1 0	0 20 3 0	443 443 449 439	5 22 57 16	0 0 11 0	17 62 61 50	50 24 16 45	33 14 12 5	435 444 448 444	8 27 38 26	3 6 11 13	33 48 54 55	38 33 26 23	25 13 9 9	438 443 447 448
Optional school/SAU question A. B. C. D.	0 0 0 100	 0	 0	 0	 0	1	100	0	0	440	25 50 0 25	0 0 0 0	0 50 0 0	100 0 0 100	0 50 0 0	434 438 440	 26	 13	 55	 23	 9	 448

SCIENCE AND TECHNOLOGY RESULTS

Test Date:	March 2008
Grade:	4
SAU:	MSAD 48
School:	Newport Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	5	10	8	6	751	5
	2006-2007	6	9	12	8	963	7
	2007-2008	4	10	12	9	882	6
	Cum. Total*	15	10	32	8	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	29	58	62	49	7251	52
	2006-2007	37	58	83	54	6824	49
	2007-2008	27	64	71	55	7130	51
	Cum. Total*	93	60	216	53	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	13	26	44	35	4514	32
	2006-2007	19	30	51	33	4382	32
	2007-2008	7	17	33	26	4433	32
	Cum. Total*	39	25	128	31	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	3	6	12	10	1458	10
	2006-2007	2	3	9	6	1735	12
	2007-2008	4	10	13	10	1546	11
	Cum. Total*	9	6	34	8	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.2	68.3	8.0	66.7	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.9	65.8	7.8	65.0	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	8.6	71.7	7.5	62.5	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.9	65.8	7.7	64.2	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 48
School: Newport Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	4	10	27	64	7	17	4	10	447	129	9	55	26	10	445	13991	6	51	32	11	444
Ethnicity																						
African American/Black	1										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										1						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	41	4	10	26	63	7	17	4	10	447	127	9	55	26	10	445	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	4	57	1	14	2	29	438	18	0	56	17	28	438	2370	2	32	41	25	437
No	35	4	11	23	66	6	17	2	6	449	111	11	55	27	7	446	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	42	4	10	27	64	7	17	4	10	447	129	9	55	26	10	445	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	23	1	4	15	65	4	17	3	13	444	84	6	49	31	14	442	5470	3	41	39	18	440
No	19	3	16	12	63	3	16	1	5	451	45	16	67	16	2	450	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	42	4	10	27	64	7	17	4	10	447	129	9	55	26	10	445	13986	6	51	32	11	444
Gender																						
Female	18	3	17	11	61	2	11	2	11	450	63	6	51	30	13	443	6929	6	49	33	12	443
Male	24	1	4	16	67	5	21	2	8	446	66	12	59	21	8	447	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	6	0	0	4	67	1	17	1	17	438	24	4	46	38	13	441	1888	1	32	44	23	437
No	36	4	11	23	64	6	17	3	8	449	105	10	57	23	10	446	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										1						266	30	65	5	1	457
No	42	4	10	27	64	7	17	4	10	447	128	9	55	26	10	445	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 48
School: Newport Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5 76 17 2	0 3 1 0	0 9 14 0	0 20 6 1	0 63 86 100	1 6 0 0	50 19 0 0	1 3 0 0	50 9 0 0	431 446 457 448	5 84 10 2	17 8 15 0	33 55 69 50	33 27 15 0	17 10 0 50	442 445 451 437	5 74 18 2	4 6 7 4	37 53 52 31	36 31 32 33	22 10 8 32	439 444 445 437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	26 52 17 5	1 3 0 0	9 14 0 0	8 15 4 0	73 68 57 0	2 3 1 1	18 14 14 50	0 1 2 1	0 5 29 50	451 451 437 432	16 53 23 7	10 14 0 0	52 62 47 33	24 19 40 33	14 4 13 33	445 449 439 434	24 49 21 6	9 6 4 2	53 54 47 35	28 31 36 37	10 9 13 25	446 445 442 438
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	43 45 10 2	3 1 0 0	17 5 0 0	13 12 2 0	72 63 50 0	1 5 0 1	6 26 0 100	1 1 2 0	6 5 50 0	453 446 431 434	27 48 22 2	17 8 3 0	51 60 52 33	20 29 21 67	11 3 24 0	448 446 440 438	25 54 19 3	9 6 3 2	53 55 43 28	27 30 40 42	10 9 15 29	446 445 441 435
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	0 79 21	 3 1	 9 11	 23 4	 70 44	 6 1	 18 11	 1 3	 3 33	 449 440	13 69 18	0 9 17	59 59 43	35 25 17	6 7 22	441 447 443	22 62 16	5 7 7	45 53 52	35 31 28	15 9 13	442 445 444
How often do you have science classes? A. every day B. a few times a week C. once a week D. a few times a month	0 67 10 24	 2 1 1	 7 25 10	 18 2 7	64 50 70	4 1 2	14 25 20	4 0 0	14 0 0	447 449 449	53 19 26	9 13 9	59 50 58	22 33 24	10 4 9	446 446 444	53 9 14	7 6 5	48 46 50	33 33 31	12 15 14	444 445 442 443
Which statement best describes how you learn science? A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments. B. I work in groups to design and conduct experiments. C. I do a combination of A and B, but mostly A. D. I do a combination of A and B, but mostly B.	7 27 22 44	0 0 0 4	0 0 0 22	2 7 3 14	67 64 33 78	1 2 4 0	33 18 44 0	0 2 2 0	0 18 22 0	447 440 437 457	35 27 12 26	11 3 0 18	53 60 40 58	31 20 33 21	4 17 27 3	445 442 437 451	25 27 26 22	5 4 7 9	48 46 56 55	34 37 28 26	13 13 8 9	443 442 445 446
Optional school/SAU question A. B. C. D.	0 0 0 100	 0	 0	1 100	 100	0 0	0 0	0 0	0 0	442	25 50 0 25	0 0 0 0	0 0 50 0	100 50 0 0	0 50 0 0	430 433 442	 	 	 	 	 	